

Strategies for Collecting Outcomes Data in Student Services

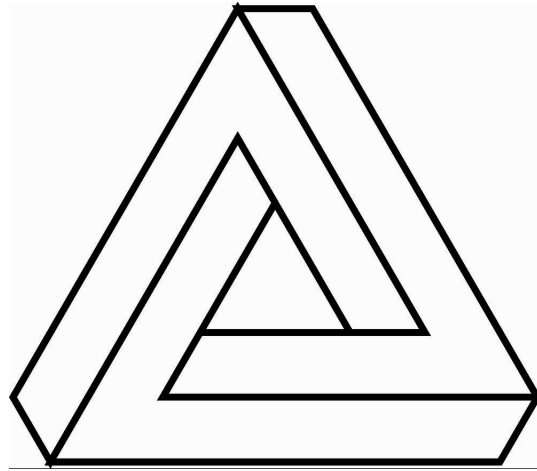
Samuel Foster, ASCCC Area D Representative
Colin Williams, SLO Coordinator, Long Beach City College

2019 Student Learning Outcomes Symposium



Strategies for Collecting SUO Data in Student Services

1. Connect SUO/SAOs to unit missions and goals
2. Be able to disaggregate SUO/SAO data (ID numbers)
3. Integrate student services information systems with enterprise-level systems; standardize data collection mechanisms.
 - a. a “crucial first step” toward disaggregating SUO data
4. Create buy-in: ‘bridge’ and ‘connect’ in-class and out-of-class experiences



Service Unit Outcomes & Standard II

ACCJC Standards

- Standard I: Institutional Mission and Effectiveness
- **Standard II: Student Learning Programs and Services**
 - IIA: Instructional Programs
 - IIB: Library & Learning Support Services
 - IIC: Student Support Services
- Standard III: Resources
- Standard IV: Leadership & Governance

Service Unit (Area) Outcomes

- Describe the desired quality of key functions and services
 - (timeliness, accuracy, responsiveness, etc.)
- What users of the service experience, receive or understand as a result of a given service interaction.
- Measurable and address both process and satisfaction indicators at administrative and service units.

SUOs/SAOs

Deal exclusively with non-instructional services provided to students or other members of the campus community.

Should...

- Reflect the unit's mission statement
- Identify central service activities, processes, and functions.

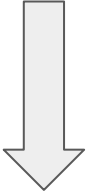
Can...

- Be connected to services that do/do not directly serve students.

Example 1

- Risk Services Goal

- “The Office of Risk Services will promote peace, order, and safety on campus by detering and preventing criminal activity.”



- Risk Services SUO

- “Faculty, staff, and students will feel safe when they are on the campus. The number of crimes reported will decrease annually.”

Example 1 Assessment Method

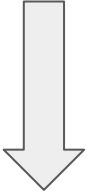
- Risk Services SUO
 - “Faculty, staff, and students will feel safe when they are on the campus. The number of crimes reported will decrease annually.”

- *How would you measure the SUO?*

Example 2 Assessment Method

- Office of Student Affairs Goal

- “The Office of Student Affairs will expand and strengthen student voice in college governance and the development of student services and resources.”



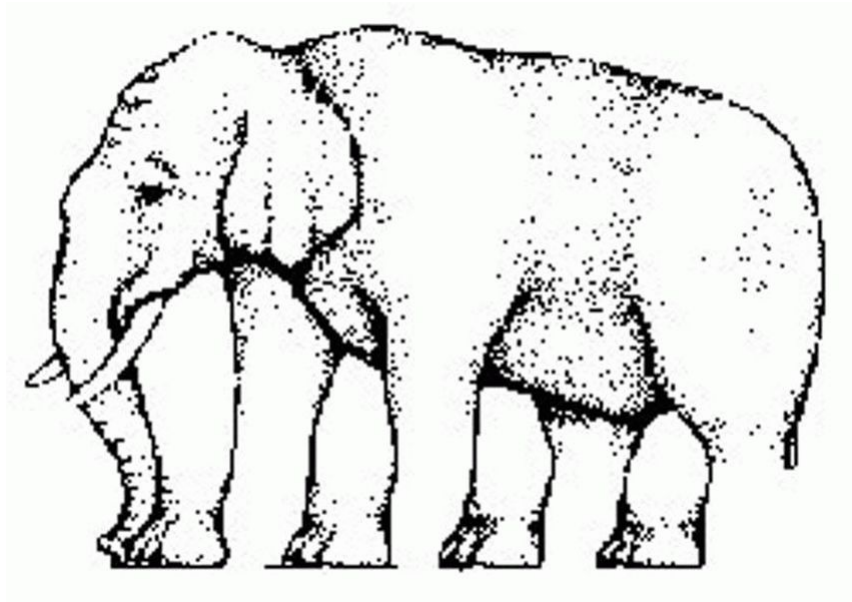
- Office of Student Affairs SUO

- “Student participation in college-wide committees, task forces, and focus groups will increase each academic year.”

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Equity-Minded Assessment

Standards I B.5 & I B.6

ACCJC (2014)
Revised Standards

“I B.5: The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

I B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.”

Changes in College Composition

- Compositional changes impact the college experience
- Set of “highly diverse experiences” leading to different outcomes
- Increase in opportunities to uncover insights for disproportionately impacted student groups.


(Goldrick-Rab & Cook, 2011, p. 257)

Strengthening Social Justice via SLO Data

- Design strategic interventions for subpopulations of students.
- Analyze data that informs the infusion of cultural competencies and awareness into the curriculum.
- Track outcome mastery through course sequences and better connect with performance in out of class experiences.

Disaggregation Protocols

- Institutional Effectiveness & Research Offices can assist.
- Should not be representative of individuals students.
- Report aggregate disaggregates.
- Disaggregation can make sense for SUO data to uncover insights across large populations of students.



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Student Learning Outcomes Disaggregation Procedure

What is “disaggregation”?
Once your SLO assessments have been administered, the SLO data can be disaggregated—broken down into smaller units, or subpopulations, of data. Disaggregation is accomplished by collecting an individual student’s SLO data and linking his or her score to their student ID number. Context regarding disaggregation can be found in the [Accrediting Commission for Community and Junior Colleges Standards \(2014\)](#) in Standard I.B.5 and I.B.6.

Timeline

1. Disaggregated data will be presented to departments before or with the first semester of a course’s Analyze/Act year.

What is required of my data to be disaggregated?

1. At least two terms worth of SLO assessment results available.
2. At least 50 student responses to the assessments.
3. Data available online via Canvas.
4. Assessments were assigned to all of a course’s students and a majority completed the assessment.
5. Separate assessments were created for each SLO.

Steps to requesting disaggregation & interpretation

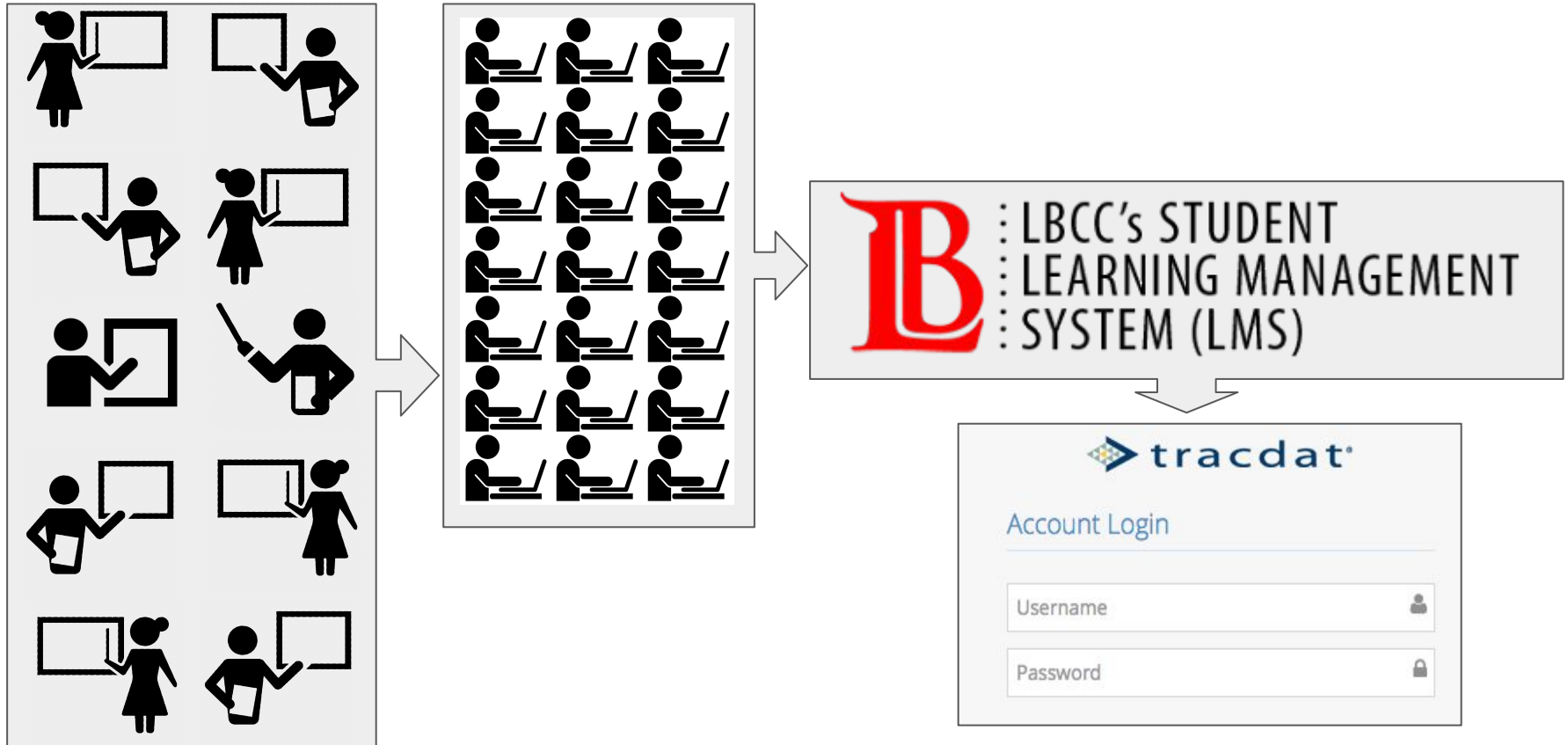
1. Department heads and SLO Facilitator request disaggregation on the LBCC Outcomes website form.
 - a. Select up to three (3) categories in addition to modality.
 - i. Reports will include modality (online, face-to-face, hybrid) as a 4th category.
2. Allow up to 30 business days to receive the results in a Tableau Reader file.*
3. Meet with the Educational Assessment Research Analyst I (EARAI) to discuss interpretations of the results and recommended actions.

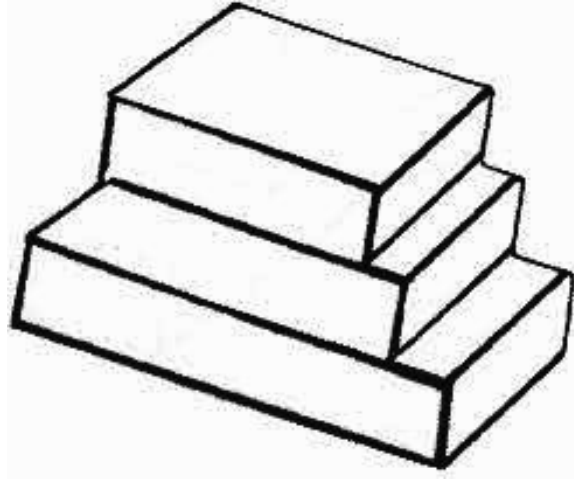
What categories can data be disaggregated into?
Student subpopulations can include student groups by gender, major, veterans, foster youth, and ethnicity. Data can also be disaggregated to reveal trends across program types and modalities, such as online and face-to-face, offerings by time of day, or degree types such as Associate Degree or Certificates of Achievement.

Currently, departments can request up to three categories of disaggregation:

1. Program Type
2. Ethnicity
3. Gender
4. Time of day

Integrate Enterprise/Services Systems





Contributions & Challenges of Library Assessment

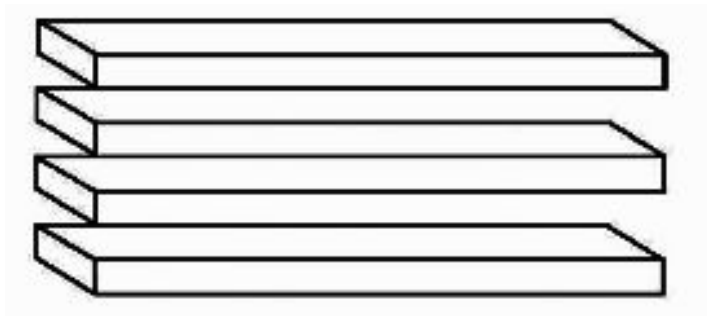
Information Literacy

- Defined by the Association of College and Research Libraries (ACRL)
- Academic librarians focus on “information literacy” as an SLO.
- Can also be articulated in SUOs
 - Reference Interviews
 - Research Orientations
 - Workshops

Examples of Library-Related Outcomes

Librarians have developed outcomes on several levels:

Institution or Degree Level	Outcomes for general education information literacy requirements or campus-wide definitions of information literacy
Program Level	Outcomes for the library's information literacy program or discipline-specific information literacy outcomes
Course Level	Outcomes for information literacy credit courses
Individual Session Level	Outcomes for course-integrated instruction sessions



Best Practices for Assessing Student Services

Bridge Divides

- Include Librarians, Learning Center, Counseling, Student Affairs and Student Services in the design of SUOs.
- Connect in-class and out-of-class learning and experiences.
- Integrate student services information systems with enterprise-level systems
 - a “crucial first step” toward disaggregating SUO data

Consequential Assessment

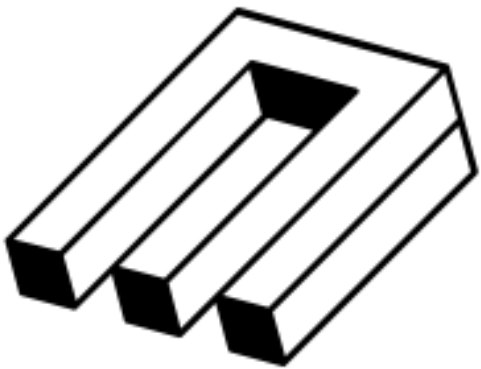
Design the SUOs with the end in mind - what impact will potential actions have on subpopulations of students?

- Link Assessment to Institutional Mission and Purpose
- Understand the Broader Environment
- Design and Complete Activities for Sustainable Assessment
- Ask Tough—or Tougher—Questions

Utilize Technology

- Leverage enterprise-level systems
 - widespread data collection
 - Allow for disaggregation.
- Connect in- and out- of class learning.
- Online learning services.
- Streamline processes.





ASCCC's General Best Practices

Encourage Engagement

Encourage shared governance among librarians, learning center faculty, counselors, and Service Unit staff to participate or become directly involved in campus assessment efforts.

Professional Development can help faculty and staff member design and effectively conduct meaningful assessments of students' out-of-class experiences.

Incorporate the Standard's Language in your Answer

Use the language of the Standard to identify how you are meeting it.

Demonstrate that accreditation language is part of your everyday institutional culture.

- “regardless of location or means of delivery,”
- “identifies and regularly assesses learning outcomes,”
- “continuous improvement of student learning and achievement,”
- “regularly evaluates and improves” in your answers

Write Only What is Happening

- Don't “spin-doctor.”
- Avoid “purple prose” and embellishment.

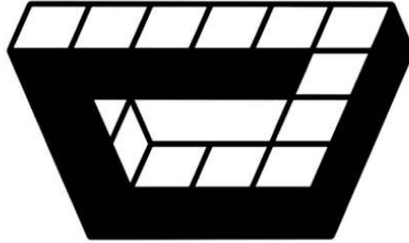
- Report the facts
 - Avoid unnecessary superlatives
 - Limit describing future plans to your actionable improvement plans or quality focus essay
 - Only make claims that can be substantiated with evidence Use a one-voice narrator

Developing a Culture of Inquiry & Evidence

- Address the Standards based on the evidence you have; don't “write first and evidence later.”
- Adopt an “accreditation, every day” motto.
- Leverage Support Service committees with pre-existing mechanisms to gather evidence and facilitate analysis.
- Include Support Service professionals in training and Faculty Professional Development specific for SUOs.

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Training & References

Training Opportunities

ACCJC Partners in Excellence Conference in partnership with ASCCC

- May 1-3 , 2019 with pre-conference on April 30
- ASCCC will present a significant number of breakouts, especially focused on faculty roles in accreditation
- No Accreditation Institute this year

New Peer Review Training and New ALO Training at the ACCJC Accreditation Conference pre-session on April 30, 2019

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